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ABSTRACT

The 1987 University of Wyoming (UW) Trustees Symposium focused on five major topics. The topics and keynote speakers are as follows: "An Introduction to the University of Wyoming--The Perspective of a Newcomer," (Terry P. Roark); "College: Making the Connections" (Ernest L. Boyer); "A Quality Faculty for the Second Century" (Jack H. Schuster); "Higher Education in the 21st Century" (Edward H. Jennings); and "UW--Wobegon or Wyoming?" (Richard Moll). Abstracts of the introductory statements by each keynote speaker, as well as of the subsequent group discussions for each topic, are included. Brief biographies of all symposium participants are provided. (SM)

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TRUSTEES SYMPOSIUM

PROCEEDINGS

August 2-5, 1987

Jackson, Wyoming

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PROCEEDINGS
University of Wyoming
Trustees Symposium
August 2 - 5, 1987
Jackson, Wyoming

Trustees of the University of Wyoming hosted a symposium in Jackson, Wyoming August 2-5, 1987 at which keynote speakers addressed five major topics:

- "An Introduction to the University of Wyoming – The Perspective of a Newcomer"
- "College: Making the Connections"
- "A Quality Faculty for the Second Century"
- "Higher Education in the 21st Century"
- "UW – 'Wobegon' or 'Wyoming'?"

Invited participants included University of Wyoming Trustees, faculty, students, staff, and administrators; legislators; state and national figures; and media representatives. A list of participants is included in these proceedings.

Following introduction of each major topic by a keynote speaker, participants examined the issues more closely in small group sessions. Following are abstracts of the introductory statements and group discussions.

SESSION ONE

"An Introduction to the University of Wyoming – The Perspective of a Newcomer"

Keynote Speaker: Dr. Terry P. Roark, President, The University of Wyoming

I approach this session with some trepidation, having been in office only 34 days. There are many others here today far better qualified to give an in-depth introduction to the University of Wyoming and thus begin this symposium.

Therefore, I offer an assessment of UW from the perspective of a newcomer.

At the 1986 Trustees Symposium, President Don Veal built his introduction to the University around a single word — unique. Indeed, UW is unique in its character, in the diversity of its programs deriving from the fact that it is the only four-year and graduate degree-granting institution in Wyoming. But the most singular unique-

ness, as I see it, is the opportunity and challenge for the institution to make substantial progress in the next few years as it nurtures existing selective excellence, and identifies a few new areas for substantial enhancement.

This progress will come from us and people like us, for people are the University. Quality people make a quality institution. All else is ancillary. The University of Wyoming has quality people — quality students, quality faculty, quality staff. Given that foundation, we can be that which we aspire to be, if we have the will, the courage, and the vision to take charge of the future. And I believe we do.

A major step yet untaken is the articulation of a clear statement of mission for our University. Yes, we do have on record a mission statement of some vintage, but we sometimes go about our tasks today in unrelated, unarticulated ways. I believe we need a renewed sense of purpose which guides our actions and decisions.

We and our clear-sighted friends understand we cannot be all things to all people, either in theory or in practice. In that regard, we do have nationally and internationally recognized centers of teaching, research, and service excellence. Through selectivity and careful planning, we can advance those centers and establish new ones, but difficult choices will have to be made along the way.

Subsequent to the 1986 symposium and in celebration of our 100th birthday, University of Wyoming Trustees appointed six Centennial committees. The committees are focusing on areas vital to the life of the institution — faculty, students, curricula, quality of university life, statewide activities, and teacher education.

The charge to all of the committees is the same — to develop bold, specific proposals to ensure that in its second century the University of Wyoming becomes one of the premier state universities of the country.

That is an attainable goal IF we maintain a consistent and shared sense of who we are, of what we are, and of where we are going.

In the broad sense, the University of Wyoming — as a land-grant institution — has a proud tradition and heritage with a three-fold purpose that must underpin our character. First, to provide an atmosphere, faculty, and environment whereby high-quality liberal arts and applied learning can take place. Second, to conduct research that keeps the intellectual vitality of our faculty and curricula strong, advances our basic understanding of nature and humankind's place in it, and has the potential to be useful to both private entrepreneurs and public policy-makers. Third, to extend to the general public the benefits of University knowledge and expertise.

The teaching and learning functions must be central to any university, especially to the University of Wyoming where options for students seeking a quality four-year or graduate education in state are limited. With the continuing support of the citizens of Wyoming and friends of the University, the Trustees, the faculty, the students, and the staff, UW will continue to strengthen its performance as a fine teaching institution, with special attention to our undergraduates.

This carries with it the concommitant responsibility of being an institution devoted to the needs of its students, an institution with a continuing commitment to being unquestionably outstanding in selected disciplines and strong in all the rest; an institution producing graduates who are competitive in the marketplace and compassionate in their lives.

To bring this about, we will focus increasingly on strengthening academic quality. We will give greater recognition and support to faculty and students excelling together in the classrooms and to staff complementing the academic enterprise. We will pay greater attention to academic ambience and to the student environment. In short, we will make UW the first choice of graduating seniors, the first choice of community college transfers, the first choice of out-of-state students.

Excellence in research is necessary if we are to achieve our other goals of excellence in teaching and excellence in public service. Research not only supports and strengthens instruction by bringing greater depth and breadth into the classroom, it supports service by providing well-reasoned and tested solutions to real problems.

While continuing to give high priority to basic research, UW will need to increase its participation in applied research that will be helpful in addressing options for Wyoming, options associated with economic development and diversification — water resource utilization, mine reclamation, weather modification, and preservation of Native American languages illustrate some of our current thrusts in this area. To facilitate and coordinate these and other efforts, we are developing centers of excellence, centers focusing on Wyoming water, on enhanced oil recovery, on state policy research, and on other specific areas where we have academic strengths that can be brought to bear on issues crucial to our state.

This brings me to the third point of the land-grant triangle: public service, extension, academic outreach — call it what you will.

The University of Wyoming has more than an interest in providing direction for and enhancing the stability of our state's economy through an expansion of access to education — credit and non-credit. It has a moral obligation.

The University of Wyoming already is doing much for the state through continuing education and academic outreach programs. In a reasoned way and by taking advantage of advances in technologies, we can do more — if we are willing and are allowed to critically examine old patterns, procedures, and systems of delivery.

The world is changing as automation and computerization are revamping the workplace. Modern information and communications technologies are restructuring relations among states, among regions, among nations. Higher education is challenged to help manage this transition.

We are challenged to prepare students to fill jobs that today don't even exist.

We are challenged to adapt academic programs at a rate of change unparalleled in recorded history.

We are challenged to deliver those programs to constituencies in every conceivable locality down to and including the home.

The University of Wyoming can't do it all. But we can do our share. If we are bold. If we are innovative. If we are willing to take some risks along the way.

Wyoming's currently troubled economy of course plays an important role in this call to action. There are signs of an upturn — the oil rig count is up somewhat, petroleum prices appear to be stabilizing, some companies have put out feelers for relocating in Wyoming — but for the short-term we can't realistically expect major infusions of new state funds into University programs.

How, then, in a static financial situation can we be bold and innovative and take risks?

We can begin our agenda of change if the legislature gives us a greater degree of flexibility to manage the funds appropriated to us.

We can if we are successful in our efforts to raise more funds from the private sector.

We can if we have the vision and the consensus to make internal reallocations among budget programs and among colleges of the University.

The five essential ingredients to a first-rank university include (1) clearly understood missions and priorities; (2) outstanding faculty and staff; (3) well-prepared and motivated students; (4) good morale; and (5) proper physical facilities. From this newcomer's perspective, the University of Wyoming today is scoring at about the four out of five level.

As we continue toward selective excellence, as we strengthen articulation with the community colleges and public schools, as we amplify our sense of place and define our core mission, I am confident we can bat a thousand. And I look forward to being an active player on our team.

SESSION TWO

"College: Making the Connections"

Keynote Speaker: Dr. Ernest L. Boyer, President, The Carnegie Foundation for The Advancement of Teaching

Let me begin with a simple proposition: I believe that all worthy goals we pursue in education are best expressed in the simple word "connections."

- Education must prepare students to live independent, self-sufficient lives so they can be economically and socially empowered.
- But education also must help students go beyond their private interests and put their own lives in historical, social and ethical perspective.

Discovering connections begins, first, with a well-defined general education sequence, one that goes beyond the disciplines and helps students discover integrations. This core of common learning gives priority **to language** — which includes English, literature, mathematics and the arts, to science — which includes technology and the ecology of the planet, and **to historical perspective,** which includes a study of western civilization and also cultures other than our own.

General education — shared vision of common learning — can be accomplished in a variety of ways. Perhaps we need several models. The goal, however, should be to give students the capacity to think clearly, to see connections, and put the disciplines in larger context. The question the university confronts is this: What are we offering students that cannot be accomplished on the job or in a corporate classroom?

Here I'd like to say a word about the major. During our study of the undergraduate experience we found that most students are eager to get general education "out of the way" so they can specialize and become competent in their major field. But what students often are not being asked to consider is the basic question: Competence to what end? It is what I call "the Boesky syndrome", the danger of having competence and cleverness unguided by conscience.

General and specialized education should be blended during college just as, inevitably, they must be blended during life. In the Car-

negie report we propose Enriched Major with some general education courses running from the freshman to the senior year, connected to departments. Students could put their academic major in historical, social and ethical perspective. In short, they see connections.

Here I should say a word about the teacher. In the end, connections are made not by course syllabi but by creative teaching which begins in the earliest years of formal education. We must reward good teaching in the community. But colleges must also work closely with the public schools. They must recruit outstanding students for education. They must introduce a five-year training program with high credentialling standards. And, above all, they must give recognition to the unsung heroes in the school who meet with children every day. Some of the most profound lessons are learned early, and if this nation would give as much status to first grade teachers as we give to our professors that one act would strengthen excellence in higher education, too.

In the end, to strengthen the undergraduate experience we must go beyond the classroom and focus on the quality of campus life. A university should be held together by something more than plumbing or a common grievance over parking, to use Clark Kerr's colorful description. Connections between the classroom and the rest of campus life should be strengthened. Community must be built. I do not wish to romanticize the notion of community in higher education. The campus is a culture comprised of many cultures. Faculty scholarship must extend both nationally and internationally as well. And yet, for a university fully to succeed there must be shared goals and "the whole campus life" must be greater than the sum of the separate parts.

In a brilliant study of creative communities the distinguished scholar Carl Schorske described 19th century Basel, Switzerland as a place where community had been built. The profession of learning, Schorske said, was prized among the merchant families of Basel just as the priesthood was in Ireland. I am suggesting that if a city can be concerned about the quality of life is it too much to ask that administrators, faculty, and students at a university — a much more intentional community — also can join in common cause?

In the Carnegie report we conclude that building community begins the first day students come to campus and we suggest, as a part of the orientation program, that all new students enroll in a seminar that introduces them, not just to social life, but also to the history and academic traditions of the institution. Let's call this new course University of Wyoming 101.

We also say that the spirit of community might be strengthened by engaging students in community service, on the campus and beyond. The aim would be to help students see connections between what they learn and how they live. Specifically, we suggest that all students be encouraged to participate in service perhaps by stopping out a year between high school and college, by having an internship in an urban area or a term overseas or by volunteering in the community or helping tutor students in the local school. I am suggesting that the college as community means building connections off the campus, too.

Nearly 40 years ago Mark Van Doren wrote that the connectiveness of things is what the educator contemplates to the limit of his capacity. Van Doren concludes by saying that the student who begins early in life "to see things as connected has begun the life of learning."

As a final footnote, let me turn to the work of the Centennial Committees. I have been enormously impressed by both the vision and the imagination of your work. Perhaps, the next step is to go beyond the separate recommendations in the six reports and discover the **underlying principles** that might tie them all together.

In such a search, we might focus on questions such as these:

1. How can our students through a core of common learning become literate, understand the natural world and gain historical perspective?
2. How can general and specialized education be related so students see connections between the liberal and the useful arts?
3. How can we honor teaching and strengthen the connections between colleges and schools?
4. How can the university enhance the quality of university life and build connections between the academic program and life outside the classroom?
5. How can community be extended so that students see a connection between what they learn and how they live?

The University of Wyoming is a most distinguished institution. I am confident that as it reaffirms its commitment to teaching, as well as to research and service, this outstanding University will, during the next 100 years, continue to serve with great distinction the state, the nation and the globe.

Reports of Discussion Groups

Group A – Report Presented by Dean Lee A. Bulla, Jr.

Group A focused on five questions posed by Dr. Boyer in his discussion on "Connections" by asking an additional question, "How

does a student become literate?" Certainly, the need is apparent in everyday life. To bring attention to this matter for the University of Wyoming, the group discussed and debated the formation of a new academic unit, the "University College", that emphasizes liberal education and a "first-year common curriculum".

Group A believes that such a proposal will test just how committed UW is to the ideas emphasized by Dr. Boyer. This kind of program is very difficult to get underway because faculty, students, and administrators have their individual agendas, some which are very firmly held.

The following items surfaced during the discussion:

- Does a student come to UW for a solid general education or explicitly for job training?
- With a "University College," interdisciplinary courses may well replace traditional core courses. Administrators must learn how to accommodate new interdisciplinary teaching which requires budget flexibility at the college and university levels.
- Mixing professional and liberal education is uniquely American. As public institutions learn how to do liberal education well, and integrate it into professional curricula, more students will be drawn from liberal arts programs.

Wyoming students now have eight places of access to public higher education and, therefore, open admissions may not be needed now. Considerable articulation is needed with community colleges and high schools to bring about a change in admission standards at UW.

Group B – Report Presented by Dr. Michael Day

The following "connection" themes were discussed:

- Connection of the University to the world community

  Both the importance and the relevance of international perspective for University students were discussed. Suggestions included initiating an on-going international experience for all students that incorporates a junior year abroad and makes use of holidays and summer breaks. This will involve students in the global community and better prepare them to cope in the world after college.

- Connection of the University to the public schools

  Discussion focused on the partnership of all those who are active in the state's educational agenda, that is the public schools and the community colleges. It was suggested that in

the future more participants from the public school sector be involved in such activities as the Trustees Symposium. Emphasis was placed on the importance of communicating a common or core curriculum, in cooperation with the public schools and the community colleges. Recognizing that there may be local resistance to some of the changes, the group still felt that the concept should be advanced on a broad front.

- Connection of the University to the legislature

  The relationship of the University to the legislature was discussed. It was suggested that this connection is based somewhat more on money than on goals and objectives. It was felt there should be more continuing interactions with legislators and others to build understanding based on a clearly articulated statement of missions and goals. The missions should be tied to organizational objectives to insure that action follows statements.

- Connection of the University to the local community

  The group feels the Trustees should be prepared to be advocates for the University in the local communities. The advocacy might range from the preparation and release of news columns to the local media to the Trustees actively participating when faculty, students, and other groups are in the local communities. In essence, the Trustees should be the local visible identity for the University, offering a two-way conduit for communication.

- Connection of the University to the media

  Members of the group brought out the perception that negative news seems to be played much more prominently than good news about the University. This perception was not shared by all. It was acknowledged that although one avenue for delivery of news was successful in one community, it might not work in another. Therefore, it is essential that news dissemination strategies involve a number of different approaches and that emphasis be placed on local stories of student successes.

- Connection of the mission statement of the University to the operation statement

  It was felt that the mission statement should be tied to what the statement means operationally. What meaning does the mission statement have? Members of the group suggested that a sense of mission should be visionary and should not be tied only to available dollars/resources.

Group C – Report Presented by Dean Donald F. Parker

For the University of Wyoming, the concept of "making the connections" is integrally linked to a search for mission. There was general consensus that the University of Wyoming needs to develop this sense of mission. As a definition of the University's mission unfolds, however, there must be an awareness that such a mission statement will impact a number of its constituencies. Ripples will go out from the University of Wyoming in all directions. As UW engages in centralized planning to effect its mission, our discussion will affect the kindergarten through 12 grade system, the community college system, the world of work which looks to us to prepare young people, and perhaps most importantly the students themselves, whose future in a dynamic society is not presently predictable.

An example is planning in the area of foreign language study. Learning a foreign language gives students a better mastery of our own language, insight into other cultures, and perhaps something of "a leg up" in dealing with America's trading partners. On the other hand, setting a standard which requires foreign language study may create an artifical barrier for some students in pursuing their individual development. Because Wyoming is an intimate and cohesive state, the University could expect the schools to respond positively to the imposition of curricular requirements, but we must consider carefully the ripple affects of expectations we develop.

There is also a general consensus as to the value of general education. But there are serious questions as to the best way to accomplish this. At the present time our course requirements are communicated to students through "the myth of the credit hour" — that the general education requirements must be "gotten out of the way". A change to teach these concepts across the curriculum would require that many of our professors make radical changes in the way they teach, in the way they approach students, in the way they interact with colleagues. Interdisciplinary programs must appeal to the scholarly instincts of faculty as well as inspire students.

As the University struggles with the nature of its connections, we get mixed signals from our students' potential employers. Employers want to reduce their own training costs, but they also want to have a labor force that is flexible and can adjust to future ambiguity. At UW, we need to keep some perspective on these developments. The University is not a passive player in this interaction. The strategy we adopt for carrying out our mission cannot be simplistically responsive to one constituency only.

SESSION THREE

"A Quality Faculty for the Second Century"

Keynote Speaker: Dr. Jack H. Schuster, Professor of Education and Public Policy at Claremont Graduate School

These remarks have two objectives: one, to establish, however succinctly, a context within which to consider faculty issues; and, two, to introduce, also very briefly, several concrete, faculty-related proposals that I submit are crucial to the University of Wyoming's future.

I.

My point of departure is that the faculty constitutes the very core of a university. Of course, other elements of University life, too, are indispensible. Nonetheless, it is inconceivable that a university can function adequately, much less well, without an effective and committed faculty.

After all, the faculty is responsible for curriculum design and implementation. The faculty is at the heart of the teaching-learning process. The faculty is the instrumentality for scholarship and research, both esoteric scholarship and research of the kind that surely will help to shape the future of the State of Wyoming. And the faculty stands at the gateways that too often separate, on the one hand, a campus' classrooms and laboratories from, on the other hand, as Ernie Boyer pointed out this morning, all the other key dimensions of campus life. In view of the faculty's predominant importance to the University's future, the challenge of how to recruit and retain an excellent faculty in the decades ahead may well be the most consequential challenge that UW must now address.

In my work with the Centennial Committee on Faculty, I have tried to suggest that the academic labor market will soon be going through some unusual gyrations. Until now, generally speaking, colleges and universities have been able to hire very good people in recent years (given the relatively small amount of hiring that has taken place). This is because the supply of well-trained prospective faculty members has exceeded — often far exceeded — the demand for them. Accordingly, the job market has been inhospitable for faculty members and would-be faculty members. Beyond labor market considerations, an array of additional factors has tended to undercut the quality of faculty life — sharp declines in real earnings, outmoded research equipment, deficient library holdings, legions of ill-prepared students, inadequate secretarial help. You are all familiar with that litany.

But now — perhaps — the worm turneth. For one thing, considerably more attention is being paid these days to the plight of the pro-

fessoriate. By the mid-1990s, the current academic labor market, which so heavily favors the buyers of academic talent (that is, institutions of higher education), will be well on its way to flip-flopping as the rapidly escalating demand for new faculty appointments surges ahead of supply. This will result in part from the hundreds of thousands of faculty retirements lying just over the horizon. This looming demand will be reinforced by other demographic trends, as those children who are currently overcrowding the nation's elementary schools will be pouring into college classrooms by the middle of the next decade. From a national perspective, the outlook for faculty is now better than it has been in a long time.

How does all this apply to the University of Wyoming? Answer: In enormously important ways. Conditions are changing, and these changes are creating for the University both opportunity and risk. The opportunity lies mainly in the prospect of taking advantage of the changing labor market; the risk inheres in passive accommodation to changing marketplace conditions and the prospect, accordingly, of not being able to compete effectively for faculty members when the need to make new appointments rises sharply. Let me elaborate.

Today, by any reckoning, the University enjoys the services of a fine faculty. However, UW's future will be shaped for years to come by that recruiting process and by efforts to retain excellent faculty. The urgency of confronting those issues sooner rather than later arises because, as suggested, the nation's academic labor market is destined to shift dramatically over the coming decade. While well-prepared potential faculty members are currently plentiful in almost all fields, it is highly likely that a decade hence they will be in short supply, in most fields, relative to anticipated escalating demand. Will the University of Wyoming be able to hold its own in recruiting new faculty? Or is the University destined to lag behind in the fierce competition that awaits it in the 1990s? The time, in fact, has come to formulate institutional strategies aimed at enabling the University to compete effectively in this most critical of arenas. To anticipate and to plan now is to go a long way toward ensuring that UW will be able to perform its basic missions well into its second century.

In sum, the University of Wyoming now has an opportunity, a golden opportunity, to plan for an excellent faculty. To defer acting on these issues is to risk a future clouded by mediocrity.

As for concrete proposals, I invite your attention in the weeks ahead to the report and recommendations of the Centennial Committee on Faculty. No useful purpose would be served by replicating the committee's report in my brief remarks. Nonetheless, it may be useful at a minimum to mention several of the committee's specific propos-

als. While I could continue to talk in platitudes about the importance of the faculty, I prefer instead to put five concrete proposals before you.

One, the University should establish a campus-wide Instruction and Development Center. Such a center would function as a resource for the faculty's instructional and professional development.

Two, the University should create a Faculty Center, a setting that will facilitate the faculty's coming together, at meals, for meetings, for programs. Thus, such a facility would function both as a social and an intellectual center.

Three, the University should undertake to differentiate more clearly the expectations for its tenured faculty members. More latitude is needed to enable faculty members to concentrate their efforts more in the domain of research or in teaching. This is not to say that faculty members should be permitted to focus **exclusively** on research or teaching. But it is to argue that the educational process will benefit from more recognition of faculty members' strengths and interests.

Four, and surely most expensive, is the need to create a system of endowed faculty chairs. These chairs would enable the University to hire the best academics available in priority areas. Such an endowment might be used also to support various faculty development programs.

Five is compensation. Perhaps enough already has been said and written about the need for improving faculty compensation. The point: competitive salaries are vital.

These few sentences do not begin to describe the committee's proposals and the rationales underpinning them. They are all interconnected, all of a piece. What is more, each proposal, as well as the other committee proposals, deal **fundamentally** with the **quality of education** at the University of Wyoming. At one level, these proposals can be read as a scheme to benefit a "special interest group" — the faculty. Clearly such propsals are aimed at enhancing the quality of faculty life. But it would be a great mistake to assume that the goal, the end, of such proposals is limited to special pleading. To return to my beginning point, the faculty is inextricably bound up with the future of the University. Ultimately, it is the students and the people of Wyoming who will reap the benefits of an excellent education — through a quality faculty.

In closing, I maintain that two things are now needed: a strategy and action. Muddling through will not suffice. And as Benjamin Franklin warned us long ago, do not confuse motion with action.

There has been motion aplenty for months and months. The Centennial Committee process has been stimulating, creative, even visionary. But, given Dr. Franklin's dichotomy, we need to understand that process as "motion" — indispensable motion, to be sure, but, at base, a **prelude** to action, not action.

The University of Wyoming has now reached the point where priorities must be clearly identified and refined, and strategies proposed — necessitating inevitable hard choices — to move boldly into its second century. Whatever form these priorities may take, surely the creation and maintenance of conditions necessary to attract and retain an excellent faculty must be provided for.

The Trustees have launched an extraordinary process with these Centennial Committees. All of us — both all of you who are an integral part of the University and those of us who are visiting from afar — await to see the outcome of this extraordinary experiment. I wish you well in that profoundly important undertaking.

Reports of Discussion Groups

Group A – Report Presented by State Supt. Lynn Simons

The group discussed the subject of faculty salary almost exclusively with some attention paid to issues of tenure and public relations.

It was asserted by a faculty member that the core of the faculty problem is salary. Other rewards do not alleviate the demands for salary improvement. When individuals feel that they are treated inequitably, regardless of how much they are paid, they determine to leave; and that is the case, given the national marketplace for faculty, with some of the University's faculty.

Institutions have to deal with two realities in regard to faculty salaries:

1) The "star system" in institutions allows some faculty to go whenever and wherever they wish. A university must recognize that.

2) Faculty salary averages among types of colleges in the nation vary greatly, yet a low grade discontent with salaries is widespread among faculties.

We have not given the public a good picture of the responsibilities of faculty. The California legislature arranged to shadow a faculty member over the course of a year, reported regularly through statewide newspapers, and, by so doing, achieved both good understanding of and good public relations on the work of the faculty. When we convert our institutional efforts to human terms we are more successful with legislators.

Regarding tenure, some believed that there is "dead wood" that should be eliminated. Some faculty are giving only minimal effort because of their perception that minimal effort is what their salaries are paying. Nevertheless, faculty members believe, there is not a lot of "dead wood" at UW. Our involuntary departure rate is higher than that of the public sector, in all likelihood.

We may need to redefine scholarship, suggested Ernest Boyer. When tenure decisions are made, despite the fact that we are committed to teaching, research, and service, we have just one yardstick. Perhaps we should expand our definition to encompass:

1) creating new knowledge,

2) integrating knowledge,

3) applying knowledge, and

4) presenting knowledge

We may also need to address tenure in a new way. In areas of faculty shortage we are hiring people who are not conducting research and not making any pretense of doing so. We should look at creative hiring practices — and perhaps approach tenure from a new perspective.

The University must respond to this question: Do we want to make the University a good environment for faculty, a stimulating, exciting place to work, a place that will attract good people and keep them?

Group B – Report Presented by Dr. James Hurst

Steve Bieber, chair of the Centennial Committee, reported that the five recommendations presented by Dr. Jack Schuster would be taken as a composite rather than discussed as individual and separate recommendations.

The question was asked "What will an Instruction and Development Center, along with a Faculty Center accomplish?" The answer **connectiveness** — faculty with each other and disciplines with each other. They will elicit cross- fertilization of both content and persons. They will create a sense of community and identity among faculty and with the University.

The question was asked, "Will faculty support the proposed centers?" The answer — centers have worked at other institutions. They sometimes need to be subsidized, but there are ample examples of working models. The centers, if working appropriately, can be the source of campus-wide activity such as speakers, cultural events, intellectual debate, etc.

The question was asked, "What draws and keeps faculty at the institution?" The group responded: stimulating colleagues, administrative support, personalization, excellent library, needed equipment, and research funds. Perhaps the most important are intellectual engagements and salaries. Great caution was suggested in the creation of the faculty development and faculty centers. They are not the panacea that they may appear to be.

A Trustee asked if the out-migration would be solvable without a dramatic salary improvement and how does salary improvement compare with the importance of an intellectual climate. A dean responded — salary is a **real** problem, not just in attracting new faculty, but in retaining veteran faculty. There is no question but what opportunity and challenge at least match salary in importance.

The point was made that just because people leave, it doesn't mean that things are getting worse. Perhaps we should look at more global indicators of University excellence. Several years ago faculty generated $6 million with research income. This past year, $20 million was generated, another indicator that the University is getting better.

A Trustee said he was **not** convinced that the University was intentional enough in assuring the increased quality of faculty through retaining excellent faculty and letting mediocre faculty depart. What are we doing to make sure that we provide intellectual engagement as well as adequate salary for our quality faculty?

The group introduced the possibility that perhaps faculty should be permitted to emphasize their unique area of strength and interest. Perhaps researchers should do research and teachers should teach. The best researchers are also the best teachers and research institutions provide the best undergraduate instruction. However, examples of superb teaching exist in institutions where research is not emphasized — such as Brown, Smith, and Vassar. Permitting faculty to emphasize strengths and interests will increase the faculty's identity with their profession and with the University.

Finally, the group felt that the intellectual life and vitality of the faculty was not emphasized enough as an important variable in the attraction and retention of a quality faculty. Yes, salary is an issue, but not more important than the creation of a vital, inspirational, supportive, intellectual and scholarly environment.

Group C – Report Presented by Dean James Hook

There was group consensus that an Instructional-Development Center would improve campus climate, aid faculty development, and promote interdisciplinary ties.

In arriving at the consensus, the group discussion focused on the importance of using such a center not only as a developmental locus, but also as the tangible evidence of an institutional commitment to faculty excellence. Such evidence will go far in terms of campus morale as well as in terms of University image. The center for teaching and learning was not viewed as remedial, rather as developmental in the sense that it would emphasize new approaches and offer a forum for exploring new options.

The group also felt it was quite important that there be continuing support for faculty after the initial employment period. After four to six years, a young professor may wind down and may need something other than dollars as a motivational tool. Such continuing support could be provided through a faculty development center. The scope and timing of the after-employment support could make a significant difference in the overall character and quality of the University faculty.

Sharing of research ideas is yet another important component of the development center. By coming together to look to the future and weighing changes in the instruction and programming of the institution, faculty will be better prepared to break with traditional models and directions to pursue innovation. The recently launched EPSCoR project at the University of Wyoming was cited as an example of such collegiate innovation.

It was suggested that one way of achieving a high level of academic excellence and recognition would be to offer the highest academic salaries in the U.S. At a cost of $10 million per year, UW could advance from the top 100 to the top 25 academic institutions nationwide. Most, if not all, of this cost would be repaid by "overhead" on new faculty research. Financial rates of return in excess of 50 percent have been estimated for this type of state investment in increasing academic excellence.

It was also suggested that the University seek to employ several Nobel scholars to enhance the image of the institution.

These two bold proposals would allow the University to compete in the "new" marketplace for quality faculty.

The group endorsed the concept of endowed chairs to enhance the image of faculty and university.

SESSION FOUR

"Higher Education in the 21st Century"

Keynote Speaker: Dr. Edward H. Jennings, President
The Ohio State University

It is an honor to be here with you, and back in Wyoming, for this series of discussions. The Trustees Symposium represents a stimulating and interesting way of seeking to respond to the challenges facing not only the University of Wyoming, but all of higher education in the future.

This is a time, I believe, in which opportunities for progress, for creativity, for innovation, and for growth abound in education — a time in which changing needs and expectations in society are calling forth corresponding changes in our academic communities.

We are now setting the stage for the 21st century — a century that will see great and fundamental changes in all of higher education throughout the United States, in institutions large and small, public and private.

Of course, all colleges and universities look to the future because they provide the educated human resources that will shape our nation and the world. But it is my premise that the university of the future is the public university.

Within the next two decades, public universities will assume center stage as this nation's and, indeed, the world's pre-eminent institutions of higher education. The signs, I believe, are so clear that the question to be answered in the coming years is not whether public universities will dominate, but which ones will emerge at the forefront.

America's public universities have been pursuing a strategy that ideally prepares them for the changing demands being placed by society upon all institutions of higher education. There are four clear reasons why the public universities will lead higher education into the 21st century: our size, our support for interdisciplinary endeavor, our diversity, and our accessibility.

The historical commitment of our public universities to broad access, which has led to expansion in numbers of students and diversity of programs, has resulted in considerable size and scope. That allows our major public universities to benefit from economies of scale. And in today's society, such economies bestow greater advantages than ever before on institutions of higher education that happen to be large.

A large university is best suited to sustain comprehensive libraries that contain millions of volumes; or to create facilities which set new standards for architecture at the same time that they house interdisciplinary programs on the cutting edge of scholarship; or to conduct all of the massive scientific projects that demand the superlative prefix: supercomputing, super-telescopes, superconducting super colliders.

The image of the scholar sitting alone in a laboratory or library writing for publication no longer fits academic research. Research is teamwork now. And comprehensive public universities are well-positioned to respond to the nature of scholarly activity, which is changing rapidly and radically. New discoveries come from scholars in many disciplines working together.

The comprehensive public university is best suited to create, to nuture, and to sustain those who thrive on the fundamental ingredient of a great modern university — the size and accessibility that while no guarantee of diversity, can generate diversity. Diversity that encourages debating new ideas by new generations of students; that engenders interactions among individuals of differing cultural heritages through a strong commitment to affirmative action; that creates and energizes the best possible academic environment.

This diversity also provides a key aspect of the curriculum for our students, part of whose education must be the breaking down of barriers of racism and ethno-centrism. These are difficult lessons, but invaluable ones, as new generations face a global future.

At some of our public institutions — such as Ohio State, with its nearly 60,000 students — size alone fosters diversity. But the public university tradition has actively developed it. Through history, we have established the foundation for a future in which the public university will be the most vital and important provider of an educated citizenry.

The American university imported from Europe the concept of the graduate institution and blended it with our populist ideals in founding the land-grant universities. One of the most far-reaching ideals fostered by the Northwest Ordinance — and by the Morrill Act of 1862 — was popular access to higher education through institutions supported by the sale of public lands. And the Hatch Act of 1867, which established agricultural experiment stations, represented a national comitment to the value of University-based public service.

The public institutions thus established subsequently developed into true universities in which professional schools grew up in close coexistence with core programs in the arts and sciences. The land-grant institutions, such as Ohio State and the University of Wyoming,

were especially charged with the creation of an educated citizenry by providing accessibility to all qualified citizens regardless of their social or economic background. This combined with the land-grant mission to achieve the ideal of public service related to teaching and research. The comprehensive American public university was born.

And it grew up and it kept growing. Today, 78 percent of this nation's college students attend public institutions. Our land-grant universities alone — leaving aside all other fine public universities in the nation — grant 60 percent of all doctorates and number among their alumni a multitude of distinguished scholars, as well as approximately half of our members of Congress, our governors, and the leaders of Fortune 500 corporations. It is, I contend, public universities that are and have been doing the educational job for this country — and that will continue to do so to an even greater degree in the future.

To provide an educated citizenry, we must compete for the students who can benefit most from excellence in higher education. Outstanding high school students already have many reasons to choose public universities. A growing reputation for academic quality is foremost among those reasons.

But students also know that an excellent education is not only attainable, it is considerably more affordable at a public school. And this is likely to be more and more the case in the future. A student attending Stanford, for instance, can expect to pay about $20,000 a year, compared with about $6,000 a year at Ohio State, and even less here in Wyoming.

From 1978 to 1987, private university tuition, adjusted for inflation, has increased 24 percent. Even with financial aid, the cost of attending college can be daunting to students, who must anticipate shouldering a heavy load of debt as they graduate. The educated citizen of the future is more and more likely to be a public university graduate.

Our alumni are a varied group, with degrees, interests, and careers as diverse as their alma maters. The public university has always been a conglomerate — an amalgam — that finds nothing odd in bringing together as colleagues a professor who studies classical Greek art with one who illuminates principles that enable us to build machines to walk on Mars. It has no trouble including the research scientist in the laboratory, addressing the finer points of genetic engineering; and the professor of animal science or entomology who may be found walking the range with the owner of a family ranch.

It is through this collegial practice and attitude and through an historical commitment to accessibility that the major public university

extends to students the ability to gain diverse intellectual rewards. We are not only preparing our graduates for their first jobs, but for their careers, which will span the turn of the 21st century; not only instructing them in specific courses, but instilling in them the value of life-long learning.

With a core undergraduate curriculum based firmly in the liberal arts and with extensive resources, the comprehensive public university can give its students the chance to become educated women and men. We must continue to make ample room for the differences of thought that will be the hallmark of our future society and to provide access to the best of higher education for all qualified persons.

In the modern world of expanding technology, changing political and cultural values, and an economy that is truly worldwide, the successful individual of the 21st century will be one who is flexible, innovative, creative, adaptable, and comfortable with things new and different — one who has learned how to learn, to find and use new information and, for all our sakes, to act and act ethically on assimilated knowledge.

This is the individual manifestation of the task of the university itself — a task which our major comprehensive public universities are exceptionally well suited to undertake. I believe that The Ohio State University and the University of Wyoming can aspire to be among the leaders in this endeavor.

Ohio State, founded in 1870, is relatively young as a university. Wyoming, now celebrating its centennial, is younger still. But as comprehensive public institutions, we have a combination of resources more significant than a long history which gives us major advantages in a higher education environment that is increasingly competitive.

Historically, we have not always been able to capitalize on these advantages. Like many public universities, in the post-World War II period we had to focus virtually all of our resources primarily on the demands of enormous enrollment growth. This boom period lasted a quarter of a century, until the constraints and retrenchments of the past decade challenged us to adapt to an era of no growth.

In earlier times, before the war, the Great Depression had severely limited our development. Holding the institutions together through unprecedented ecoomic upheaval was the prime consideration. Before that, it was the post-World War I growth that was the dominant demand on institutional resources. And in the years before and just after the turn of the last century, we were truly new and struggling universities.

But now, with a critical mass of faculty research talent attracting outside funding with increasing success into public institutions; with enrollment stabilization easing demands for quantitative growth; with broader legislative recognition that economic recovery is linked to higher education quality; with more public university alumni seeking to give back some measure of their success in private gifts to their alma mater; now we can build upon our distinctive advantages and strengths as comprehensive public institutions of higher learning.

As we approach the year 2000, the nation's public universities can for the first time focus all our resources — human resources, financial resources, and intellectual resources — on excellence and qualitative growth. That qualitative growth is now the single dominant force moving us forward — the force that will lead us to pre-eminence in the 21st century.

Higher education will continue to be the heart of modern society and a key factor in maintaining our leading position in an increasingly international economy. We can meet society's changing needs, as we have done before, by carrying out our mission of preserving, transmitting, and discovering knowledge. This nation needs educated citizens and workers; it needs the research at which we excel.

We cannot predict exactly what new changes and challenges are in store for us. But we can be sure that with a dedication to excellence and the flexibility to expect and welcome change, our public universities — committed to the service of society as a whole — can not only survive, but flourish.

All of us in higher education today face new opportunities and new challenges. If any university is to achieve the preeminence that results from excellence, it will not be due to the achievement of any single student, or the hypothesis of any one faculty member, or even the perfection of a specialized instrument handmade by a member of our support staff. It will be, fundamentally, an attitude we choose to adopt. It will be achieved because we ask ourselves to be satisfied with nothing less.

This spirit, I think, is found throughout higher education today. It is, indeed, the task the University of Wyoming has proudly set for itself, through the Centennial Committees and this Trustees Symposium. It demands a high standard for universities which aspire to excellence, as we accelerate our capacity to focus all of our resources — human, financial, and intellectual — on qualitative growth.

It is a challenge continually posed by society and one we will readily meet, as we advance the special trust of the public university mission that distinguishes our heritage — and energizes our drive to pre-eminence in the future as the foundation of this nation's progress.

Reports of Discussion Groups

Group A – Report Presented by Dr. Walter Langlois

Dr. Judy Powell asked that groups consider the issue of UW's mission, present and future. Members of our group agreed that we do have one. Indeed, Robert Houston noted that our current mission — teaching, research and service — helped to convert UW from a teaching college to a major university in the space of 35 years. However, our members also agreed that new strategies must always derive from this mission in a dynamic way. For example, the current shortage of funds for higher education is causing us to prioritize internally, such that weak programs will be cut or eliminated and strong ones supported. A number of criteria are being used and will be used to determine which programs are weak and which strong. These could include enrollments, faculty productivity, available funds, national trends, regular program reviews, etc.

Our group also felt that, due to the wisdom of "economies of size", we should not try and match the mission of an Ohio State, for example, but rather try to do what we do best. We can't be all things to all people. An example is our current need for a University-wide general education program (e.g., university college) and even selective admissions criteria. True enough, such programs will impact certain UW colleges and Wyoming school districts in the short run, but ultimately will give us higher quality in all programs across the board. Hence, even though some groups in the state, for example, may fight these needed changes, in the long run everyone will benefit. We must be courageous and bold in charting new strategies for UW. And once such action plans are devised, through the necessary interactions with all relevant parties (e.g., state interests, campus representatives, students, faculty, etc.), the president should be the one to lead us forward.

Group B – Report Presented by Dr. Janice Harris

The group wrestled with the concept of a public, land-grant institution — its roots in the past, its usefulness for the future, obstacles likely to hinder the future, and the applicability of some general "land-grant philosophy" to the University of Wyoming.

In thinking of the land-grant university as a concept, the group emphasized the wedding of intellectual rigor to social needs which this remarkable 19th century concept represents. Our current understanding of the concept — the purpose, the mission — is not so easy to formulate. Key issues are appropriate accessibility, size (with the points here being appropriate di;ersity of programs, people, and economics of scale), and, as in the past, service. The difficulty is defining

what is now appropriate, especially with respect to accessibility and service.

Does genuine accessibility imply a rigid "open admissions" policy? Does service properly stand as a by-product of the University's fundamental committments to teaching and research? Within research, is there an ethos — perhaps created mainly by the faculty itself. If new branches of research (e.g., in interdisciplinary fields or in applied areas) spell doom for the new faculty person, can she or he get peer support from new, large "research centers" — on the campus, within the region — centers that do effectively bridge disciplines and offer support? Can misperceptions about agriculture's role within the land- grant enterprise be addressed with programs and curricula that make clear agriculture's exciting ties with natural and world politics, issues in sociology, education, foreign language training, gender and labor concerns? Can the land grant institution maintain a sense of intellectual community if its delivery systems are such that many of its courses are beamed into people's living rooms? Has it — this highly accessible institution — thought about how to greet and help prepare the upcoming students of the 21st century, students increasingly coming out of minority cultures, often poorer, often — throughout all of America's cultures — from broken homes? Some of these questions are rhetorical, but they point to an important need: that is, that the land-grant institutions in that nation — and UW in particular — formulate its current and future sense of identity, mission, and purpose.

What should be emphasized? With much eloquent debate, the group asserted these stances. Our sense of ourselves should be as an institution that is national and international in its faculty, curricular concerns, and student programs. We must be autonomous in our scholarship.

We must be eager to bring in students and faculty from all over the world — and proud to send them out again as emissaries of our institution. Our mission must be driven by our deepest convictions about sound educational philosophy.

At the same time, this exciting community of teachers, learners, and researchers is located in a community, funded and supported by that community. It must find ways to serve the community, ways that call on its own best instincts and expertise and that are genuinely useful to the state's needs. Beyond educating the state's students — young, middle aged, and old — UW personnel must, for example, be far more useful in helping the policymakers in the state make decisions about a range of concerns from health care to recreation to a diversified economy.

The language may have changed but the essence of the original wedding vows remains — a pledge of commitment by the highest standards of intellectual vigor and independence to the deepest claims of community and social responsibility.

Group C – Report Presented by Dr. Steve Bieber

Specifics of mission: there was agreement among the group members that the mission does not have to be rewritten, that the mission of the University is education. There was agreement also that everyone wants the highest quality institution possible, but how the University goes about that is open to debate. Members felt there was a need to emphasize quality rather than quantity. They believe there should be greater communication between the University of Wyoming and the community colleges and the state. It is time to work together. The University of Wyoming needs to lead and present issues fairly and honestly.

The group also raised the following questions:

1. How do we get connected if we do not know what we are doing?
2. What about selective admissions?
3. How do we effectively deal with limited resources to meet priorities?

SESSION FIVE

"UW – 'Wobegon' or 'Wyoming'?"

Keynote Speaker: Richard Moll,
Author of *The Public Ivys*

Thanks for inviting me once again to apply "Public Ivys" criteria to the University of Wyoming.

First I must commend the creative, high quality of the symposium itself. However, I am surprised you have chosen to plan for your second century with a delegation composed of only 14 percent women, no minority representatives, no marketing or admission analysts (who provide the competitive edge today), and no scheduled discussion of the relationship of athletics to the academic community.

My prescriptions, of course, come from an outsider looking in. I realize the danger due to the paradox of two parallel streams seemingly running throughout Wyoming and through the middle of this symposium: on one hand, rugged individualism coupled with a commitment to independence and on the other hand, a quiet knowledge that the world may be moving ahead quickly and a not so quiet defensiveness. My suggestions are not offered in the spirit of "do this

because others are doing it", but instead, "do this to fulfill your own expectations of what you might be or to reach your own potential".

It has been too easy at this symposium to blame inadequate state funding for compromised quality. I, the naive outsider, would suggest two easy fixes: charge more for your education (you are now painfully low in the national context of state university pricing) and decide, at home, which Peters can be robbed to pay Paul — there are surely some peripheral expenses (the American Heritage Center?) which dislocate essential funds, and even space, from heart issues and programs.

A quote from a UW sophomore should serve, in my view, as your major mandate: "If we spent as much time and money **becoming** Division I academically as we spend **staying** Division I athletically, we'd blow much of the competition out of the water." Happily, your new president has promised to lead you to a renewed statement of mission within six months to a year. But I feel you do not have the luxury of time to long debate some basic issues that set you apart from vocational institutes: a University College that assures UW students of uniform and demanding general studies and a well-organized, ambitious Honors Program, for example.

A number of elements recommended by the Centennial Committee on Students deserve early action: efforts to combat parochialism, a year-round calendar to make use of your glorious summer months, a vibrant student life bridge between the classroom and the Buckhorn. But one innovation leads my list: selective admissions. I am surprised a flagship land-grant institution in any state in 1987 continues an open admissions policy with seven fine community colleges in place.

Selective admissions will allow you to attract more of the best state and national high school graduates — all of those students who want to be rewarded for a superb secondary school performance. Selective admissions will also elevate the level of classroom discussion by eliminating the students who are not prepared to proceed at collegiate level — reducing, thereby, your unfortunately low level of retention. The personal pain of being flunked out will be reduced. And selective admissions will also encourage the state's high schools to demand more of their students.

Selective admissions may be slightly difficult to put into place in this unique state. But my early soundings among community college leaders indicates the probability of a positive response, and surely no one in the state will regret elevating the academic demands on students during the high school years via new UW standards for admission. A careful campaign must be activated to convince your popula-

tion that selective admissions means enhancement of quality throughout the state, not the goal of "keeping people out". Also, the University must assist the secondary schools, the community colleges, and junior high school parents in planning for the future.

"Wobegon"? — it suggests nostalgia, romance, lack of complications, and "doing it the way that we have always done it".

"Wyoming"? — suggests to me fresh people, fresh ideas, fresh scenery, fresh opportunity. Your **potential** of attracting an outstanding student body is very positive in that the nation yearns for Big Sky with substance down below. But added substance must be in place before the marketing campaign is launched. In terms of public reception, selective admissions is the first essential step.

Reports of Discussion Groups

Group A – Report Presented by Dr. Stephen C. Ropp

The discussion group considered arguments for and against open admissions. Points for maintaining the present open admissions policy are:

- Statutory. The Wyoming legislation specifies that no graduate of a Wyoming high school can be turned down at the University of Wyoming.
- Political. The citizens of Wyoming expect and demand that the University of Wyoming be all things to all people.

Arguments against keeping an open admissions policy include:

- Statutory. The legislative mandate was put in place before the academic mechanism was in place in Wyoming. The subsequent and continuing development of community colleges make selective admissions possible.
- Incentive. We need to provide incentive for students to come to UW from Wyoming high schools. Selective admissions offers a yardstick against which students can measure their level of high school performance.
- Excellence. We cannot isolate the issue of selective admission from the issue of University of Wyoming excellence. Selective admission is a necessary condition for achieving excellence.

The group discussed a number of different models for selective admission that might be adapted to the University of Wyoming. Collectively, the models give weight to such factors as SAT and ACT scores, percentage cut-off points, relevant courses taken at the high school level, personnel in the secondary schools, and an evaluation of the student's chance for success.

Group B – Report Presented by Dr. Cynthia Baldwin

The group noted that since the present open admissions policy is statutory, it would be difficult to make a change legislatively. Factors that could be brought to bear in making the argument for change include statistics on remedial courses and failure rates. The hidden costs of lowering standards also should be brought to light.

The group feels there are opportunities to coordinate remedial course instruction with community colleges and to work with the community colleges and public schools in stipulating curricula for college success. There should be emphasis on preparation, rather than on selection as we seek to upgrade quality in Wyoming education. A start would be for the president of the University of Wyoming to publish a letter of recommending a curriculum best preparing students for success at UW.

There was feeling that enrollments would increase with a selective admissions policy and that although late bloomers might be screened out, they could still go to a Wyoming community college. Even so, there are downside risks of being perceived as elitist and of adding costs for parents who might have to send their students out of state when not admitted to UW.

The group considered advantages of a trimester system and enthusiastically supported the concept. The only impediment to the change is tradition. It could be well to require a summer semester of all students, enabling us to better market the University and to better use facilities on a year-around basis.

UW President Terry P. Roark cautioned the group that a selective admissions policy is not a panacea. We need to have more quality and substance for undergraduates. He further advised that we can't always rely upon comparisons between UW and other institutions. We must keep Wyoming's unique demographic factors in mind at all times and design our programs accordingly.

Group C – Report Presented By David Baker

Members of the discussion group were strongly in favor of a selective admissions policy and suggested initiation of a University college as a good faith step in that direction.

Specific recommendations of the group are:

- Raise internal standards quickly
- Establish a University College by 1988
- Develop an institutional research base to guide selective admission

- Use the reliable data to develop a meaningful selective admissions policy
- In the interim, move toward alternate summer admission

In making the recommendations, the group acknowledged that input from around the state would be vital to the successful implementation of a selective admissions policy. Members of the legislature also would have to be informed and included in the implementation phase.

Likewise, there must be close coordination with the community colleges and the public schools. A phased plan of implementation might be best to give parents, community colleges, public schools, and others time to make positive adjustments to the change.

The group also agreed that the quality of the educational experience needs to be raised. Selective admissions without higher standards would be a contradiction. Instead of admitting marginal students during the regular terms, those students might be limited to off-semester classes. That also would allow UW to make fuller use of facilities year-around.

It was noted that the Wyoming students and their parents should have real expectations of what is needed to succeed at UW. Their public school experience should be a predictor of success at the University.

SESSION SIX

Symposium Summary

Moderator: **Dr. Judith Powell, Professor of Home Economics and Head of the UW Division of Home Economics**

The moderator focused the discussion on the theme presented by Ernest Boyer that "all worthy goals we pursue in education are best expressed in the simple word "connections." What kinds of connections need to be established if the University of Wyoming is to be effective in providing stusdents an education for both earning a living and living a successful life?

Discussion centered on desirable University of Wyoming connections with the people of Wyoming, students, ideas, alumni, job opportunities, the world community, public schools, community colleges, other educational institutions, the legislature, and the media.

Participants concluded that we must first define the University and the connections will flow from that. Whi6e maintaining its roots in the state, UW must somehow connect with the national and inter-

national community of scholars. The connection goes both ways — people, ideas, knowledge. There is a symbiotic relationship among these elements.

One participant cautioned, "There is a danger in emphasizing connectedness. The university usually does what it does best with a certain degree of autonomy and with some distance from its constituency. Intellectual freedom and institutional freedom are crucial to a university. There should be a proper kind of tension between autonomy and connectedness."

There was concern that in being connected with the world of learning, the University of Wyoming represent learning to the state. Emphasis was placed on developing students as vigorous, skilled lovers of the intellectual life and exposing students to rich intellectual activities and traditions.

Participants agreed that the University of Wyoming should make every effort to adequately report and celebrate its many successes and the quality of its programs, while presenting an honest picture of itself.

The 1987 Trustees Symposium builds upon the 1986 session and upon the work of the University of Wyoming Centennial Committees. Partipcants identified the following concepts/issues as central to the University's future:

- Establishing a clear, viable mission statement
- Improving the quality of undergraduate education
- Building and retaining a quality faculty
- Improving the quality of the campus community for both faculty and students
- Providing leadership for developing a more "connected" statewide educational system.

It remains the task of the UW president, trustees, faculty, students, staff, alumni, and people of Wyoming to take the next steps in several ways.

In the words of Ernest Boyer: "This forum should not be expected to define an action plan. It would be a mistake that would diminish what the symposium has accomplished ... At this symposium, there has been an honest and candid discussion of strengths and weaknesses of the academy ... It is now up to the president, trustees, and key groups within UW, such as the faculty senate to carry through."

University of Wyoming President Terry P. Roark agreed:

"My job is to take ideas from many sources, including this symposium, and form them into a coherent package. I am committed to the

movement, but it must be a movement with direction. The president's role is to give direction, with input from many sources. Examining the assumptions behind the recommendations is important to the process. In putting ideas into a package that makes sense, we must be careful not to be captured by terms."

Senator Winifred Hickey stated:

"The buck not only stops, but starts with the leadership of the University of Wyoming. President Roark and the Trustees now have a sense of the issues."

Carl Shorske advised:

"The heart of scholarship is creativity and innovation. The scholar presents ideas and then the ideas are criticized. This process is absolutely central to scholarship. If the issues are treated as if they can demonstrate their full potential immediately, then disaster will result. Do some things provisionally, experimentally, and multiply the centers of action."

PARTICIPANTS

Greg Akers – Represents University of Wyoming students as an ex-officio Trustee. He earned a B.S. degree with honors in micro biology and is now working toward a M.B.A. degree. Akers was named UW student senator of the year in 1986 and was elected president of the UW student body in 1987. He is a member of Phi Kappa Phi and was the coordinator of a student time capsule project developed as part of UW's centennial celebration.

Dr. Cynthia L. Baldwin – is a member of the UW Centennial Committee on Faculty. An assistant professor of counselor education, she joined the UW faculty in 1984. She earned a B.S. degree from the University of Minnesota and M.A. and Ph.D. degrees in counselor education from the University of Iowa. Prior to coming to UW, she taught in Louisiana and Vienna, was an academic advisor, and served as a group dynamics consultant for private industry.

David L. Baker – Is special assistant to the president at the University of Wyoming. He has responsibilities for legal services, employment practices, affirmative action, and intercollegiate athletics. He holds both a B.A. and a law degree from the University of Louisville, where he also worked as university counsel.

Dr. Roland Barden – Currently is UW associate vice president for academic affairs after having served this spring as acting vice president for academic affairs. He has primary responsibility for academic outreach programs and for community college relations. He earned a B.S. degree from the University of North Dakota, and M.S. and Ph.D. degrees from the University of Wisconsin. He joined the UW faculty in 1971 and holds the academic rank of professor of chemistry and biochemistry.

Dr. Stephen L. Bieber – Is chairman of the Centennial Committee on Faculty. He is immediate past president of the UW Faculty Senate, director of the UW Statistical Consulting Center, and associate professor of psychology and statistics. He joined the UW faculty in 1979, following associations at the University of Hawaii and the University of California-Berkeley. He earned a B.S. degree from the University of California-Davis and a M.A. degree in statistics and a Ph.D. degree in quantitative psychology from the University of California-Berkeley.

Dr. Ernest L. Boyer – Is president of the Carnegie Foundation for the Advancement of Teaching, Princeton, N.J., and senior fellow of the Woodrow Wilson School, Princeton University. Before joining the Carnegie Foundation in 1979, Dr. Boyer served as the twenty-third United States Commissioner of Education. For seven years, he was chancellor of the State University of New York. Dr. Boyer directed a system of 64 institutions with over 350,000 students. He was born in Dayton, Ohio where he attended public schools. He earned his Ph.D. degree in language disorders and psychology at the University of Southern California.

Dr. Lee A. Bulla, Jr. – Has been dean of the UW College of Agriculture and professor of biochemistry since 1984. Prior to that, he was director of the Institute of Molecular and Agricultural Genetic Engineering at the University of Idaho, where he also served as associate dean of the College of Agriculture and director of the Agricultural Experiment Station. He received a B.S. degree in biology and mathematics from Midwestern University and a Ph.D. degree in microbiology and biochemistry from Oregon State University.

Ford T. Bussart – A Green River, Wyoming, attorney and former Wyoming legislator, he was appointed to the University of Wyoming Board of Trustees in 1985. He also has had extensive community college involvement. In May, he was elected vice president of the UW Trustees and was appointed chairman of the budget committee. He also serves on the academic issues, athletic, centennial, development, executive, and honorary degree committees and is a director of the Western Research Institute. He holds B.S. and J.D. degrees from UW.

Donald E. Chapin – First appointed a UW Trustee in 1977, he is completing his second six-year term. An attorney practicing in Casper, Chapin is a past president of the Trustees and now serves on the budget, community college relations, honorary degree, and physical plant and equipment committees. He graduated from the UW College of Law and is a past president and former member of the Casper College board of trustees.

Dr. John L. Christopher – Professor of adult education, is dean of the UW School of Extended Studies and Public Service. He earned a B.A. degree from Nebraska State Teachers College at Chadron and M.Ed. and Ed.D. degrees from UW. He has been a member of the University of Wyoming faculty since 1962 and has served on numerous University and college committees.

Keith M. Cottam – Has been a professor in the University library and director of the UW libraries since 1983. He holds the B.S. degree from Utah State University and the M.S. from Pratt Institute. Prior to coming to the

University of Wyoming, he held library appointments at Vanderbilt University, the University of Tennessee, and Brigham Young University.

Dr. Ralph d'Arge – Is John Bugas Professor of Economics at the University of Wyoming where he has taught since 1975. He earned a B.S. degree from California State University and M.S., M.A., and Ph.D. degrees from Cornell University. He was chairman of the Department of Economics at the University of California-Riverside and a visiting associate professor at the University of California-Los Angeles before joining the UW faculty. He also taught at the University of New Mexico.

Dr. Timothy G. Davies – The president of Laramie County Community College in Cheyenne, was formerly dean of instruction at Polk Community College in Winter Haven, Florida. Prior to that, he was chairman of the doctor of arts in English program at the University of Michigan and director of the humanities division and professor of English at Miami-Dade Community College. He holds a B.A. degree from Adrian College, a M.A. degree from Eastern Michigan University, and a Ph.D. degree in community college administration from Michigan State University.

Dr. Michael J. Day – Is chairman of the UW Faculty Senate and head of the adult education graduate program. Prior to joining the UW faculty in 1982, he was coordinator of non-credit programming at Washienaw Community College in Ann Arbor, Michigan. He earned a B.A. degree from the University of Maryland, a M.E. degree from Wayne State University, and a Ph.D. degree in education from the University of Michigan.

Dr. Ralph M. DeVries – Serves as UW vice president for research and international programs. Prior to coming to UW, he taught at Rochester University and was a researcher at the Los Alamos National Laboratory in New Mexico. He also worked two years in the White House Office of Science and Technology Policy in Washington, D.C. He was the assistant director for general science under Reagan science advisor George Keyworth.

W. Perry Dray – A Cheyenne attorney, he was appointed as a UW Trustee in 1987. He earned B.S. and J.D. degrees from the University of Wyoming and LL.M. degree from George Washington University. In May, he was elected to the executive committee. He is chairman of the development and physical plant and equipment committees and is a member of the athletic, budget, and community college relations committees. He also is a director of the Western Research Institute.

Dr. David J. Duvall – Is a member of the Centennial Committee on Curriculum. He is an associate professor of zoology and physiology. He holds an A.B. degree from the University of California-Berkeley, a M.A. degree from San Jose State University, and a Ph.D. degree in biology from the University of Colorado. He has been a UW faculty member since 1980.

Dr. Walter Eggers – Is dean of the UW College of Arts and Sciences. He has taught in the college since 1969 and has served as faculty adviser to the dean, acting director of the UW libraries, and head of the Department of English. In 1975, he received the Amoco Foundation Meritorious Teaching Award. He received a B.A. degree from Duke University, studied at the Uni-

versity of Hull in England, and earned a Ph.D. degree in English Renaissance literature from the University of North Carolina.

Dr. Richard Ewing – Is J.E. Warren Professor of Energy and the Environment. A University of Wyoming professor of mathematics and petroleum engineering, he earned B.S., M.S., and Ph.D. degrees from the University of Texas. He was appointed to the University of Wyoming faculty in 1982. Earlier, he taught at Southern Methodist University, Rice University, Ohio State University, the University of Wisconsin-Madison, the University of Chicago, and Oakland University.

Dr. Samuel D. Hakes – Joined the University of Wyoming faculty as an instructor in 1958 and now is dean of the College of Engineering and professor of electrical engineering. He attended Western State College at Gunnison, Colorado before earning B.S. and M.S. degrees from the University of Wyoming and a Ph.D. degree from the University of Iowa. He is a member of a Wyoming task force working on a statewide telecommunications system.

Dr. Duncan S. Harris – Associate professor of English, is chairman of the Centennial Committee on Curriculum. After serving as an instructor at Tougaloo College in 1969, he was appointed to the University of Wyoming faculty in 1970. He holds an A.B. degree in English from Stanford University and a M.A. degree from Boston University where he was a NDEA Fellow. He received a Ph.D. degree from Brandeis University.

Dr. Janice Hubbard Harris – Chairs the Centennial Committee on Students. An associate professor of English, she was director of the UW University Honors Program from 1982 to 1986. She attended the University of California at Los Angeles before receiving a B.A. degree with distinction from Stanford University and a Ph.D. degree in English from Brown University.

Sen. Winifred Hickey – Has served six years in the Wyoming Senate and currently is minority floor leader and a member of the Appropriations Committee. Prior to election to the Senate, she was a University of Wyoming Trustee. A native of Rawlins, Wyoming, she earned a B.A. degree from Loretto Heights College in Denver, Colorado and pursued graduate studies in social services at the University of Chicago. She currently is president of the University of Wyoming Foundation.

Richard G. High – Is editor of the ***Casper Star-Tribune*** and senior editor of Howard Publications. After receiving an undergraduate degree in history and English from Yale College, he attended the Stanford Graduate School of Business as a Sloan Fellow and received a M.S. degree in management in 1978. He has won numerous writing awards and was a 1985 Pulitzer Prize nominee. He has been chosen to serve as a member of the 1988 Pulitzer Prize Nominating Jury.

John T. Hinckley – Is professor emeritus of history and political science at Northwest Community College in Powell, Wyoming where he taught from 1948 to 1980. He was appointed a Trustee in 1983 and served as vice president. Hinckley serves on the academic issues, community college relations, honorary degree, personnel, and physical plant and equipment com mittees. He earned both bachelor's and master's degrees from UW.

Dr. James G. Hook – Is dean of the University of Wyoming College of Education and professor of educational foundations. Prior to his appointment as dean, he was associate dean in the College of Education. He received a B.A. degree from Eastern Montana College, a M.A. degree from the University of Iowa, and a Ed.D. degree from the University of Wyoming.

Dr. Robert S. Houston – Was acting president of the University of Wyoming from April to July, 1987, and now is provost and vice president for academic affairs and student affairs. He received the George Duke Humphrey Distinguished Faculty Award in 1984, recognizing a teaching career that goes back to 1953. He holds B.E. and M.S. degrees from North Carolina State College and a Ph.D. degree from Columbia University. He is a professor of geology and for many years was head of the Department of Geology.

Dr. James C. Hurst – Is UW associate vice president for academic affairs with primary responsibilities for student affairs. He is a member of the Centennial Committee on Students. He earned an A.S. degree from Weber State College, a B.S. degree from the University of Utah, and a Ph.D. degree from Brigham Young University. A professor of psychology, he has held assignments at Duke University, Oregon State University, Colorado State University, and the University of Texas.

Dr. Edward H. Jennings – Has been president of the Ohio State University since 1981. Prior to that, he served as president of the University of Wyoming from 1979 and as vice president for finance and university services at the University of Iowa from 1976 to 1979. He also held faculty appointments in finance at the University of Iowa, the University of Hawaii, and Eastern Michigan University. During 1972-73, he was a senior lecturer under a Rockefeller Foundation grant at the University of Dar es Salaam, Tanzania. He earned a B.S. degree in industrial management from the University of North Carolina, a M.B.A. degree from Western Reserve University, and a Ph.D. degree in finance from the University of Michigan.

Rep. H. L. Jensen – Minority floor leader for the Wyoming House of Representatives, has served 12 years in the House. Born in Salt Lake City, Utah, he attended the University of Utah. In addition to his House leadership role, Rep. Jensen serves on the Revenue and the Rules committees. He also is the Western Conference representative to the National Council of State Legislatures.

Dr. C. Colin Kaltenbach – Is a member of the Centennial Committee on Statewide Activities. A professor of animal physiology, he has been a member of the UW faculty since 1969. He earned a B.S. degree from the University of Wyoming, a M.S. degree from the University of Nebraska, and a Ph.D. degree from the University of Illinois. Since 1984, he has been associate dean of the College of Agriculture and director of the Wyoming Agricultural Experiment Station.

Linda S. Keiter – Is the coordinator for the UW Centennial Committees. Prior to that, she held appointments in the UW Science Library and carried out special assignments. She holds a B.S. degree in elementary education from the University of Idaho and a M.L.S. degree from the University of Southern California.

Geraldine "Jeri" Anselmi Kirk – was appointed a UW Trustee in 1987. She graduated from UW with a B.A. degree in education. She majored in American studies, with minors in mathematics, English, and general education. She has taught at the secondary level in West Germany, Colorado, and Wyoming. In May, she was elected treasurer of the UW Trustees. She also chairs the personnel committee and is a member of the academic issues, athletic, budget, centennial, and community college relations committees.

Dr. Walter G. Langlois – A member of the Centennial Committee on Quality of University Life, is a UW professor of French and former head of the Department of Modern and Classical Languages. He earned a B.A. degree, magna cum laude, a M.A. degree, and a Ph.D. degree from Yale University. He has won recognition as an outstanding teacher and served as an exchange professor of English at Osaka University, Japan, from 1984 to 1986.

Michael D. Lindsey – Is chief executive officer of Lindsey Publishing, which owns seven Wyoming newspapers. He also is president of the Wyoming Press Association. A native of Wyoming, he is a graduate of South Dakota State University. He started his journalistic career in Wyoming, then worked in California and Pennsylvania before returning to publish newspapers in Torrington, Saratoga, Wheatland, Lingle, Guernsey, Lusk, and Cheyenne.

Leo P. McCue, Jr. – Served as a University of Wyoming Trustee from 1975 to 1987. A life-time Laramie resident, he is executive director of the Wyoming State Liquor Association. He is a past president of the UW Trustees and in 1982 was nominated for the Distinguished Service Award of the Association of Governing Boards of Universities and Colleges.

Rep. Patrick H. Meenan – Is speaker of the Wyoming House of Representatives. Born in Casper, Wyoming, he received a B.S. degree from Notre Dame. He has served 18 years in the House and is president of PM Enterprises, Inc., a broadcasting consulting firm. He is chairman of the House Rules Committee. A certified public accountant, Rep. Meenan served as mayor of Casper prior to his election to the Wyoming legislature.

Gordon M. Mickelson – Is immediate past president of the UW Trustees. A Big Piney rancher, he earned a UW degree in agriculture and is in his second six-year term as a Trustee. Prior to his appointment as a Trustee, he served in the Wyoming legislature and was a director of the UW Alumni Association. He is a member of the executive committee, the personnel committee, and the W.R. Coe/Charles Chacey Kuehn Estate committee. He also has been a director of a UW affiliate, the Western Research Institute.

Dr. Brian Miracle – Was elected Trustee president in May. He also is chairman of the executive committee and is an ex officio member of every Trustee committee and of the Western Research Institute board of directors. He holds three degrees from UW — a bachelor's in political science, a master's in psychology, and an Ed.D. in counseling. He is a psychologist in private practice in Lander, Wyoming. Dr. Miracle joined the UW Trustees in 1979. He is a past president of the Wyoming Psychological Association and for seven years was chairman of the Wyoming Parole Board.

Richard W. Moll – Was executive director of legal personnel and external affairs at the Manhattan-based law firm of Lord, Day, and Lord until February, 1987. He is the former dean of admissions at the University of California (Santa Cruz), was director of admissions at Vassar College and Bowdoin College, was executive director of the African Scholarship Program of American Universities at Harvard, and was assistant director of admission at Yale College. His first book, ***Playing the Private College Admissions Game*** was published in 1979, followed in 1985 by ***The Public Ivys.*** He currently is working on a third book, ***The Lure of the Law.***

Richard J. Morgan – Was appointed dean of the UW College of Law in 1987. Prior to that, he was associate dean and professor at the Arizona State University College of Law. Earlier, he was in private practice with firms in Los Angeles and San Francisco. He received a B.S. degree in political science from the University of California-Berkeley and a J.D. degree from the University of California-Los Angeles.

Dr. Donald F. Parker – Became dean of the UW College of Commerce and Industry in 1984 after a career in the United States Navy. A professor of business administration, he received a B.A. degree from the University of Oklahoma, a M.S. degree in personnel administration from George Washington University, and a Ph.D. degree from the New York School of Industrial and Labor Relations, Cornell University. He was academic director of the Division of Management Education at the University of Michigan before coming to UW.

Dr. Cedric D. Reverand II – Professor of English, is chairman of the Centennial Committee on Quality of University Life. He taught at St. John's University in New York and at Cornell before joining the UW faculty in 1971. He earned a B.A. degree from Yale, a M.A. degree with honors from Columbia University, and a Ph.D. degree from Cornell, where he was a Ford Fellow.

Dr. Terry P. Roark – Became the 21st president of the University of Wyoming July l, 1987. He received a B.A. degree in physics from Oklahoma City University and M.S. and Ph.D. degrees in astronomy from Rensselaer Polytechnic Institute. He was appointed assistant professor of astronomy at Ohio State University in 1966 and became full professor in 1976. He then was named assistant provost for curricula and later became associate provost for instruction. In 1983, he was appointed professor of physics and vice president for academic and student affairs at Kent State University. The title and duties of provost were added in 1985. He resigned this year to accept the UW presidency.

Curtis Rochelle – Was appointed a University of Wyoming Trustee in 1983. A Carbon County rancher and businessman, he earned a B.S. degree from UW in 1941. He has been active in a number of civic and community organizations and as a UW Trustee, serves on the athletic, development, physical plant and equipment, and W.R. Coe/Charles Chacey Kuehn Estate committees. In 1986-87, he was Treasurer of the UW Trustees.

Dr. Stephen C. Ropp – UW professor of political science, is Milward Simpson Professor of Political Science. He holds a B.A. degree from Allegheny College, a M.A. degree from the University of Washington, and a Ph.D. de-

gree from the University of California-Riverside. He has had extensive teaching experience at Florida State University, Chapman College, the University of California-Riverside, and New Mexico State University.

Thomas A. Sawyer – A UW alumnus and Laramie native, he served as a UW Trustee from 1981 to 1987. Prior to his retirement, Sawyer served many years as Sheridan, Wyoming postmaster. A past vice president of the UW Trustees, he is a past president of the UW Alumni Association and for two years was president of the Wyoming Community College Commission.

Dr. Carl E. Schorske – Holds an A.B. degree from Columbia University, and M.A. and Ph.D. degrees from Harvard University. He has taught at Wesleyan University and the University of California-Berkeley and was professor of history at Princeton University from 1969 until assuming emeritus status in 1980. He was awarded a 1981 Pulitizer Prize for general non-fiction, the same year he was recognized as a MacArthur Fellow. He also is a recipient of the Austrian Cross of Honor for arts and sciences and the City of Vienna grand prize for cultural education. Dr. Schorske is an honorary fellow of the Netherlands Royal Academy of Fine Arts and a member of the American Academy of Arts and Sciences.

Dr. Jack H. Schuster – Is professor of education and public policy at Claremont (California) Graduate School. He has written, edited, or co-authored numerous publications including a book titled ***American Professors: A National Resource Imperiled.*** He directed the Claremont Higher Education Management Institute for four years and from 1983 to 1984 was co-director of a research project on the condition of the American professoriate. From January to July, 1985, he was a visiting scholar at the Center for the Study of Higher Education, University of Michigan. He holds a B.A. degree in history from Tulane University, a J.D. degree from Harvard University, a M.A. degree in political science from Columbia University, and a Ph.D. degree in education from the University of California-Berkeley.

Robert P. Schuster – Is a partner in the Jackson, Wyoming law firm of Spence, Moriarity, and Schuster. An honor graduate of the UW College of Law, he also earned a LL.M. degree from the Harvard Law School and an A.B. degree from Yale College. Schuster is chairman of the academic issues and centennial committees and is a member of the budget, community college relations, personnel, and physical plant and equipment committees.

Michael K. Schutte – Was appointed in 1987 to serve as a UW Trustee. He earned a B.S. degree from theUniversity of Wyoming and currently is chief executive officer of Wyoming Technical Institute. He was co-founder and first president of the Cowboy Joe Club. He is past chairman of the Wyoming State Advisory Council for Vocational Education. As a UW Trustee, Schutte is chairman of the athletic committee and serves on the academic issues, budget, campus planning, centennial, development, physical plant and equipment, and executive committees. He is a Western Research Institute director.

Bryan E. Sharratt – Is a Wheatland, Wyoming, attorney appointed as a UW Trustee in 1987. He holds an A.B. degree in economics from Duke University, a J.D. degree from the Duke Law School, and M.B.A. degree from UW. He is past president of the Wyoming County and Prosecuting Attorneys

Association and the Wyoming Trial Lawyers Association. Sharratt is chairman of the community college relations committee and a director of the Western Research Institute. He serves on the academic issues, budget, and centennial committees.

Vern E. Shelton – Is assistant to the president for information and director of the UW Division of Communications Services. He was graduated from Sheridan College and holds a B.S. degree from UW.

Lynn Simons – Serves as an ex-officio Trustee and is a member of the academic issues committee. She was elected state superintendent of public instruction in 1978 after teaching English and social studies in Wyoming schools at the junior and senior high school and college levels. She holds a B.A. degree from the University of Colorado and has done graduate work at UW. As state superintendent of public instruction, she directs the activities of the State Department of Education and works with the State Board of Education.

Dr. Peter K. Simpson – Is UW vice president for development and alumni relations. At various times, he taught at institutions in Oregon, was assistant to the president at Casper (Wyoming) College, and was assistant to the president for development and dean of instruction at Sheridan (Wyoming) College. He received B.A. and M.A. degrees in history from UW before earning a Ph.D. degree from the University of Oregon.

Lisa Skiles – Was elected vice president of the UW student body during the spring semester. A junior majoring in business administration and pre-law, she is president of the Wyoming Student Alumni Association, serves on the UW Centennial Committee on Quality of University Life, has been a member of the Dean's Advisory Council in the College of Commerce and Industry, and is active in her sorority and campus service organizations.

Rep. Alan Stauffer – Has served 10 years in the Wyoming House of Representatives and currently is chairman of the Education Committee. Born in Logan, Utah, He attended Brigham Young University where he earned a M.A. degree in political science. He is a partner in Star Valley Drug, Afton, Wyoming. Rep. Stauffer is a member of the Education Commission of the States and the National Federation of Independent Businesses.

Duane Timmerman – Became chairman of the University of Wyoming Staff Council in July. He is assistant director of craft operations in the UW Division of Physical Plant, has been a Staff Council member since 1981, and was UW Staff Employee of the Month in February. He holds a B.S. degree from the University of Wyoming and started his UW career in 1980 as an engineering technician.

Dr. James E. Todd – Became UW vice president for finance in 1983, after holding a similar position at Portland (Oregon) State University. He holds a bachelor's degree, a master's degree, and Ph.D. degree from the University of Colorado. He taught history and served as administrative assistant and executive vice president at Kearney (Nebraska) State College before moving to Portland in 1975.

Sen. John F. Turner – Is president of the Wyoming Senate. A Jackson, Wyoming, native, he holds a B.S. degree from the University of Notre Dame and a M.S. degree from the University of Michigan. He served four years in the Wyoming House of Representatives prior to his election to the Senate 12 years ago. A rancher and outfitter, Sen. Turner has served on several UW advisory councils and also is a member of the National Parks Advisory Board for the Secretary of the Interior.

David W. "Bud" Updike – Graduated from UW with a B.S. degree in geology. He is president and general manager of Updike Brothers Oil Well Service and Oil Information Reporting Service in Newcastle, Wyoming. He joined the Trustees in 1982, after having been involved closely with the Newcastle school board and serving as a director of the UW Alumni Association. He is chairman of the W.R. Coe/Charles Chacey Kuehn Estate committee and serves on the academic issues, athletic, and personnel committees.

Dr. Tilly Warnock – Has been a member of the UW Department of English faculty since 1973. She holds a B.A. degree from Newcomb College, Tulane University, a M.A.T. degree from Emory University, a M.A. degree from UW, and a Ph.D. degree from the University of Southern California. She also studied at the University of Birmingham, England. She is a member of the Centennial Committee on Teacher Education.

Dr. Alan P. Wertheimer – Currently is professor of political science and chairman of the Department of Political Science at the University of Vermont. Prior to joining the University of Vermont faculty in 1968, he was a teaching fellow at Case Western Reserve University. He has published numerous articles dealing with ethics, political theory, and public affairs and has had extensive administrative experience as an assistant dean, graduate officer, and department chairman. He earned an A.B. degree from New York University, University Heights College; and a Ph.D. degree from Case Western Reserve University.

SYMPOSIUM MODERATOR

Dr. Judith A. Powell is a professor of home economics and head of the UW Division of Home Economics. She earned a B.S. degree in home economics and English education from Southeastern Louisiana University and pursued graduate studies at Oregon State University and Texas A&I University before receiving a M.S. degree from Colorado State University. She earned an Ed.D. degree from Oklahoma State University. She has won awards for outstanding teaching and has chaired or served on several University-wide committees, including the Presidential Search and Screening Advisory Committee.